



Gallman Elementary

255 Hawkins Rd
Newberry, SC 29108

Grades	PK-5 Elementary School	
Enrollment	462 Students	
Principal	Cathryn H. Hartzog	803-321-2655
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Average	Good
2005	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

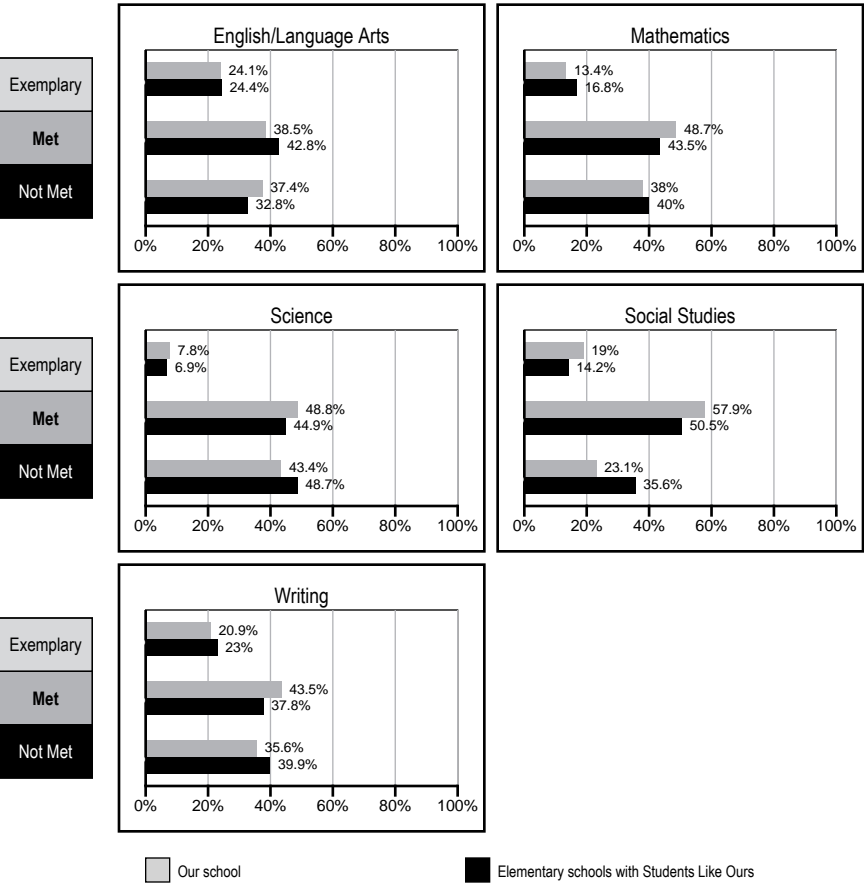
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	94	59	20

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=462)				
First graders who attended full-day kindergarten	98.5%	Up from 96.4%	100.0%	100.0%
Retention rate	5.4%	Down from 5.8%	2.5%	1.9%
Attendance rate	95.9%	Down from 96.1%	96.0%	96.3%
Eligible for gifted and talented	3.6%	Down from 6.5%	4.1%	10.0%
With disabilities other than speech	7.5%	Down from 7.9%	8.3%	7.7%
Older than usual for grade	2.5%	Down from 2.8%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	73.5%	Up from 66.7%	56.5%	59.4%
Continuing contract teachers	70.6%	Up from 66.7%	73.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.7%	Down from 83.0%	83.1%	85.9%
Teacher attendance rate	95.3%	Up from 94.2%	95.1%	95.1%
Average teacher salary*	\$44,400	Up 2.2%	\$45,590	\$47,149
Professional development days/teacher	22.3 days	Up from 18.2 days	11.0 days	11.1 days
School				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 19.4 to 1	17.3 to 1	18.8 to 1
Prime instructional time	89.7%	Down from 90.2%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.2%	Down from 98.8%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$7,475	Down 3.2%	\$8,355	\$7,458
Percent of expenditures for instruction**	74.4%	Down from 78.1%	68.5%	68.8%
Percent of expenditures for teacher salaries**	72.3%	Up from 71.5%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Gallman Elementary continues "Leaping into Learning" as we complete the fifth year at this location. The staff, parents and community continue to work together to provide quality educational opportunities for all our students. Students have thrived in our warm caring environment and have reached out to others through activities supported by the school such as, Adopt -A-Family, Pennies for Patients, Jump Rope for Heart, Math-a-thon, our on-going Gardening project and our extensive recycling programs. Student support and donations continue to surpass our expectations, which reinforce our spirit of giving and caring for others. This year with the distressing economic conditions, our school's giving surpassed the previous year.

As we began the 2008-09 school year, our School Leadership Team met to analyze all current data and surveys on our students and our school. The analysis of this data which was share with our School Improvement Council (SIC), teachers and parents was very encouraging as we continued to show school-wide improvement across most subject areas. In order to help us follow our students progress, we developed a Data Board. It will help us monitor MAP scores each nine weeks in order to adjust our student's grouping in areas of weakness. Gallman teachers have been offered many opportunities to expand their knowledge and expertise through attendance at workshops, working with site-based consultants, taking technology training and by pursuing advanced degrees. The district is providing professional development through Phil Schlechty's Working on the Work for all staff members over several years. As a school, we offered a graduate level course to our teachers on student assessment. Again this year one of our teachers was named the Teacher of the Year for the School District of Newberry County for 2009. Later she was named one of the five finalists for the South Carolina Teacher of the Year.

Several school-wide programs and activities are being used to promote achievement and encourage students to exemplify good habits, such as an Awards/Celebration Day held each nine weeks and Brag Tags which are sent home to parents to recognize positive accomplishments. Many parenting events such as lunch with grandparents, Moms and Dads, Hispanic Parent workshop and Family Science Night and Cinco de Mayo were held. Our PTO organization continues to provide outstanding assistance and incentives to the students, teachers and the school. Through their fundraising efforts this year, we now have a large message sign in front of the school.

The highlights of our year include, a 21st Century After-School program, the purchasing of more SmartBoards, receiving a Newberry County Memorial Hospital Healthy Hearts grant, PTO Fall Festival and selection of a fifth grade student as the State Superintendent's Writing Award winner from the District of Newberry County. In addition, our school was awarded a Family Connection of South Carolina grant.

Learning at high levels in a safe nurturing environment with the support of families and the community continues to be our focus at Gallman Elementary School.

Cathie Hartzog, Principal

Katrina Minick, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	67	29
Percent satisfied with learning environment	96.8%	88.1%	82.8%
Percent satisfied with social and physical environment	100.0%	85.1%	89.3%
Percent satisfied with school-home relations	66.7%	85.1%	89.7%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	213	100	38.7	37.7	23.6	74.3	77.5	82.8	Yes	Yes
Gender										
Male	118	100	45.2	35.6	19.2	66.3	72.1	79.3	N/A	N/A
Female	95	100	31	40.2	28.7	83.9	83.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	44	100	27	29.7	43.2	75.7	86.4	89.5	I/S	Yes
African American	127	100	46.6	35.3	18.1	71.6	68	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	42	100	26.3	52.6	21.1	81.6	70.7	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	41	100	79.4	8.8	11.8	29.4	45.1	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	38	100	28.6	54.3	17.1	80	68.3	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	183	100	41.7	39.3	19	73.6	70.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	213	100	39.3	47.6	13.1	70.2	73.8	78.9	Yes	Yes
Gender										
Male	118	100	43.3	43.3	13.5	64.4	71.6	77	N/A	N/A
Female	95	100	34.5	52.9	12.6	77	76.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	44	100	24.3	37.8	37.8	78.4	84.1	87.2	I/S	Yes
African American	127	100	47.4	47.4	5.2	62.1	60.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	42	100	28.9	57.9	13.2	86.8	75.6	76	I/S	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	41	100	76.5	17.6	5.9	26.5	40.8	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	38	100	31.4	60	8.6	85.7	73.4	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	183	100	42.9	47.2	9.8	68.1	65.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	143	99.3	45.1	47.4	7.5	54.9	60.1	67.5
Gender								
Male	75	100	52.2	37.7	10.1	47.8	59.9	67
Female	68	98.5	37.5	57.8	4.7	62.5	60.4	68
Racial/Ethnic Group								
White	35	100	29	51.6	19.4	71	73.3	79.5
African American	86	98.8	52.5	43.8	3.8	47.5	43.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	22	100	40.9	54.5	4.5	59.1	55.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	29	100	80.8	15.4	3.8	19.2	26	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	21	100	N/AV	N/AV	N/AV	57.1	54.5	59.6
Socio-Economic Status								
Subsided meals	121	99.2	48.6	46.8	4.5	51.4	48.4	55.1

Social Studies

All Students	141	98.6	25	56.5	18.5	75	63.6	72.3
Gender								
Male	80	98.8	33.3	46.4	20.3	66.7	59.3	71.5
Female	61	98.4	14.5	69.1	16.4	85.5	68.2	73.2
Racial/Ethnic Group								
White	27	96.3	8.7	43.5	47.8	91.3	74	80.7
African American	84	98.8	29.3	61.3	9.3	70.7	50.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	30	100	26.9	53.8	19.2	73.1	65.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	25	92	75	20	5	25	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	26	100	30.4	56.5	13	69.6	62.6	67.9
Socio-Economic Status								
Subsided meals	119	98.3	26.9	58.7	14.4	73.1	54.3	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	210	97.6	35.6	43.5	20.9	64.4	62.6	70.2	95.9	95.8
Gender										
Male	114	96.5	47.5	39.6	12.9	52.5	52.4	63.2	95.8	95.6
Female	96	99	22.2	47.8	30	77.8	73.6	77.5	96.1	96
Racial/Ethnic Group										
White	41	95.1	20	45.7	34.3	80	73.8	79.1	95.2	95.7
African American	127	97.6	43.6	40.2	16.2	56.4	48.8	57.6	96.1	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	96.1	97
Hispanic	42	100	25.6	51.3	23.1	74.4	61.8	62.6	96.2	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.7
Disability Status										
Disabled	33	90.9	73.1	19.2	7.7	26.9	20.1	26.1	94.1	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	36	100	27.8	52.8	19.4	72.2	59.7	61.2	96.9	95.9
Socio-Economic Status										
Subsidized meals	176	99.4	39	43.9	17.1	61	52	58.9	95.9	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	67	100	40.7	33.9	25.4	59.3
	4	68	100	42.9	36.5	20.6	57.1
	5	78	100	33.3	42	24.6	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	67	100	39	45.8	15.3	61
	4	68	100	33.3	52.4	14.3	66.7
	5	78	100	44.9	44.9	10.1	55.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	33	100	58.1	32.3	9.7	41.9
	4	68	100	33.3	57.1	9.5	66.7
	5	42	97.6	53.8	43.6	2.6	46.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	34	100	21.4	64.3	14.3	78.6
	4	68	100	23.8	54	22.2	76.2
	5	39	94.9	30.3	54.5	15.2	69.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	66	100	41.7	31.7	26.7	58.3
	4	67	100	34.4	50	15.6	65.6
	5	77	93.5	31.3	47.8	20.9	68.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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